DOCUMENT RESUME

ED 053 898 RE 003 794

TITLE	Curriculum Change Through Nongraded Individualization. A K-3 Reading Program.
INSTITUTION	Snake River School District 52, Blackfoot, Idaho.
PUB DATE	Mar 71
NOTE	54p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Beginning Reading, *Individualized Reading, Kindergarten, Language Enrichment, Nongraded Primary System, Oral Expression, Prereading Experience, *Primary Grades, *Reading Programs, *Reading Readiness, Reading Skills, Vocabulary Development, *Word Recognition

ABSTRACT

An individualized, nongraded Title III/ESEA reading program to be used with children at kindergarten through third-grade levels has been developed at Moreland School in Moreland, Idaho. Using team teaching and individual and small group instruction, the program seeks to develop in the child prereading experiences, language experiences, expanded vocabulary, reading-thinking activities, and independence, enjoyment, and versatility in reading. Prereading experiences include work in sensory-motor integration, visual discrimination, auditory discrimination, and oral expression. Language experiences include dictations of stories the children tell. Expansion of reading vocabulary is achieved through exposure to materials, word recognition training, and directed reading-thinking activities. Word recognition skills such as phonic generalization, context clues, and structural generalization are the basis for independent reading. A bibliography, scope and sequence charts of word recognition skills, and sample skill packets and record forms are included. (AL)

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INDIVIDUALIZED, NONGRADED K-3

READING PROGRAM

MARCH 1971

TITLE III, ESEA PROJECT

CURRICULUM CHANGE
THROUGH
NONGRADED INDIVIDUALIZATION

SPONSORED BY

SNAKE RIVER DISTRICT No. 52
AT THE
MORELAND SCHOOL
MORELAND, IDAHO

RE003 794

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INDIVIDUALIZED, NONGRADED READING PROGRAM

Introduction

This packet consists of materials developed by the team with the help of the Reading Consultant. It is composed of a narrative of the philosophy and a description of the elements in the program. A brief description of the on-going program is followed by a bibliography of reading authorities' writings which have been utilized in the program development. A scope and sequence of word recognition skills and record keeping materials for operation of the program are also included.

The Title III Project, Curriculum Change Through Nongraded Individualization, "CCTNI," has established the primary goal of developing and adapting curriculum in reading to the individual needs and capacities of children and that of helping them make continuous, consistent progress toward goals established through assessment processes. It is important in such a program that diagnosis, assessment, and prescription of the reading program be made to meet the individual needs of children, in order to provide for successful operation of the student at each step. The development of positive self-esteem and confidence in his ability to succeed at each step in the program is vital to optimum learning.

Many different methods and approaches are used in the total reading program to compliment the learning strengths of the individual students. However, the project has been conducted in such a way as to make this a program financially within the reach of any school. Nongrading and team teaching with a differentiated staff are viewed as vertical and horizontal organizational patterns making possible the implementing of such a program.

I. Philosophy of Reading Program

Underlying the philosophy of the reading program is the recognition that reading is a thought process. Reading takes the child beyond the interpretation and meaning intended by the author and stimulates his own thinking processes. The final goal of a sound reading program is to develop a child to a point where he loves to read, where he seeks reading in solution to problems, where he uses reading to stimulate realistic thinking or reasoning, where he seeks pleasurable respite in imaginative fiction, and benefits from each experience in the process.

Learning to read is a very individualized experience. The task of learning to read is different for each child launching into the process -- as different as the personality and background of experience of each child is different. The child succeeds to the degree that the instructional program is built upon his previous learnings, capitalizing upon his strengths, his own language patterns and what he already knows about his world. These are the assets which each child brings to the experience of learning to read whether he is a beginner or in the fourth year of the nongraded program.

The starting point for teaching reading skills is of paramount importance. The contributions which each child brings to the process of learning to read are his knowledge of the world around him and his personal language patterns, whatever they may be. These are his assets, his strengths, and his foundations for new learning. The framework of the instructional program must be adjusted to the capabilities of each child, and within the realm of his understanding, rather than the canned experiences of Dick and Jane's world whose cultural environment may be foreign and very different from that of many children. Thus, the underprivileged, the gifted, the slow learner, the average child -- each enters the learning situation within the

security of his own experience. Success in learning to read is then measured by the only true dimension, the child, himself, and his experiences.

Current achievements and accomplishments become the doorway, or springboard, for new experiences, new vocabulary and progressive learning. The child's present learning cannot be allowed to set for all time the limits of what he can do or what he can become. The flexible instructional program which develops from the framework of his experience provides many opportunities for him to choose and to shape his own destiny through varied activities and an abundance of instructional materials. Skillful diagnosis and diagnostic teaching procedures aid teachers in identifying each child's learning style, his strengths and weaknesses in learning situations. This information is the basis for prescriptive programs used to reinforce each step in the learning sequence of reading. There are no preconceived advancement blocks or rigid formulas to prohibit a child from developing at a rate or in a direction which is different from his peers. There is time and space for each child to progress at a rate commensurate with his capabilities.

Team teaching with differentiated staff assignments provides a framework for sharing expertise, exchanging information about children and teaching materials and for organizing children according to need groups. More time for working individually with children can be provided through differentiated staff assignments without an increase in educational expenditures. Nongrading of children - the mixing of children from five years of age through 8 years of age - releases children from pre-conceived ideas that they must achieve specified levels in reading (and no higher) and allows them to progress in successive, successful steps through skill developing activities which are individualized according to each child's learning styles and needs. Many types of

resource materials are required in meeting the varied needs and interests of children in such a program. Specialized teaching packets are prepared to teach specific skills. Testing devices measure step-by-step progress through word recognition and other measurable skills.

The classroom environment emerging from the individualized reading program encourages each child to develop self-reliance and responsibility for learning. Pupils who are self-reliant and responsible are free to make mistakes, free to be creative, free to be curious, free to be different, free to struggle and to learn. They learn how to work in an atmosphere that is challenging rather than threatening. In this environment a certain amount of self-disciplining is required in order that freedom and learning be maintained.

The nongraded grouping of children in the Individualized Reading Program is flexible and open to change and improvement. By skillful observation of each child's performance and through honest searching for the best use of the assets of each child, assessment and evaluation information can be used as stepping stones for further learning. An adequate reading program which is individualized can be maintained for each child at all reading levels.

II. Outline of the Elements of the Individualized, Nongraded Reading Program

A. Pre-Reading Experiences

1. Development of positive attitudes and feelings toward self
2. Sensory-motor integration to develop body balance and physical skills
3. Visual discrimination in recognizing likenesses, differences and various relationships

4. Auditory discrimination using rhythms, rhyming, likenesses and differences in sounds.

5 Oral expression

a. Identification and/or correction of immature speech patterns

b. Individual language patterns the beginning point for reading

6. Becoming acquainted with the alphabet

B. Language Experience Approach to Reading

1. Reading a communication process

2. Experience a facilitator of oral language

3. Sight vocabulary evolves from child's dictated stories

4. Word recognition skills reinforced

5. Program paced to child's individual learning rate

6. Dictated story plan evolves into creative writing at higher levels

C. Expanding Reading Vocabulary - Basic Materials

1. Pre-test, teach, post-test procedures followed

2. Child's sight vocabulary from dictated stories extended

3. Word recognition taught through specially prepared materials

4. Basal reader materials, of several series, introduced

5. Various supplementary materials to reinforce skills used as needed to insure continued progress

6. Informational type of reading materials used

7. Periodicals of various ability levels used

8. An abundance of library books provided

D. Reading-Thinking Activities

1. Reading-thinking activities introduced as children gain confidence
2. Children learn to declare purposes for reading
3. Comprehension skills developed with narrative and informational materials

E. Developing Independence in Reading

1. Mastery of basic reading skills assures independence
   a. Reading for meaning - not word calling
   b. Meaningful materials at level of understanding of pupils
   c. Use of context clues-first technique applied in word recognition
   d. Phonic generalizations taught in context
   e. Structural generalizations applied to word recognition within context
   f. Substitution of consonants and vowels, blends and diacritical keys
2. Dictionary skills taught as an aid in word recognition

F. Reading for Enjoyment

1. Abundance of multivaried books provided for free reading
2. Time and space provided for reading for enjoyment
3. Opportunities provided for sharing
4. Self-selection, self-direction and self-evaluation skills contribute to enjoyment of reading

G. Versatility in Reading

1. Competence in basic skills
2. Competence in establishing purposes for reading
3. Competence in adjusting rate according to need
4. Practice through oral reading
5. Directed reading-thinking activities used to develop skill
6. Practice in study skills - skimming, scanning, in detecting important details

III. Description of the Nongraded, Individualized Reading Program

A. Pre-Reading Experiences

A major objective of this program is to make each child feel that he is wanted, that he is important, and that he can do things. A positive attitude toward himself and his level of performance are considered the most important factors contributing toward his future success in school. Informal evaluations and diagnostic techniques indicate those children who are lacking in feelings of adequacy and security. The teacher then devises means of learning more about the child and the causes for his lack of security and adequacy. Instruction is adapted to his needs and competancies.

1. Sensory-motor Integration

Leading authorities of human development remind us that in educating the young child we should provide the experiences which parallel the developmental processes of that particular stage of growth, that intellectual development is one of continuous

transformation. Therefore, the reading program begins with physical involvement wherever possible. Experiences are the building blocks for the young child in processing information and relating ideas to others. Movement and verbalization are basic to the learning experiences of this level.

2. Visual Discrimination

Activities are provided to develop visual skills, in making the transition from distance seeing to near-point seeing, seeing objects in various positions or forms, figure-ground discrimination, position in space and spatial relations. Children can be helped to train their visual skills in training them to remember, making meaningful associations, using information, etc. Children are given experiences detecting likenesses and differences, in sorting according to size or condition, purpose or destination, arranging according to relationships, or adjustment. Children are also given experiences organizing things and ideas into units according to relationships, or types, kinds, uses, or species. These experiences help the child to deal more adequately with the physical world, also with the intellectual world of words and ideas, and to relate these ideas into language.

3. Auditory Discrimination

At the pre-reading level most children have developed the foundation for phonetic analysis training. They have learned much about auditory discrimination of words and many sounds. The school program begins with the children preceiving likenesses and differences in non-vocal sounds and hearing the sound of recurring rhyming words,

and contrasting them with words that do not rhyme. The children are taught that many words can begin with the same sound. Many activities are provided that permit frequent and varied repetition, to capture much rhythmic movement, alliteration and voice modulation to give breadth and interest in acquiring the skill of understanding how words are different.

4. Oral Expression

This phase of the program includes the recognition of immature speech patterns of some young children. Some youngsters will require speech correction therapy. Careless speech habits reflect inadequate auditory discrimination and thus indicate to the teacher the need for specific training in auditory discrimination. Activities are structured to teach correct sounding of initial consonants and consonant blends.

Facility in ability to express himself well orally is considered an index to the child's potential for learning to read. In this consideration the teacher evaluates the quality of ideas expressed, use of vocabulary, ability to express ideas and the mastery of sentence structure. The language patterns used by children of this age are basically the same as those he has been hearing. The language spoken varies according to socio-economic, ethnic and linguistic group characteristics of the geographical area he represents. The level of oral expression of the child indicates the point of beginning instruction in pre-reading experiences. The individuality of each child is recognized as he progresses into reading experiences.

B. Language Experience

Reading is taught as a communication process, as an aid in understanding and relating to others, not as a memorization process of parroting the words of Dick and Jane. Meaning is the important element of this program. The oral language of the individual child becomes the text for his beginning reading program. His vocabulary and concepts are the foundation of meaningful communication. What children say is written down in a dictated story which they in turn can read. The language of the pupil's experiences make up his individual sight vocabulary with which he launches into more formal reading. Subsequent skills are taught and paced at the rate at which each individual child can assimilate and use. The dictated story plan is continued until it levels off into creative writng activities.

C. Expanding Reading Vocabulary

By the time the pupil has dictated about twenty story accounts and learned the vocabulary of each, he is ready to expand into broader reading experiences. Pre-test, teach, post-test procedures are followed to insure individual progress through the sequence of skills. As the pupil's reading vocabulary grows, his reading instruction is expanded to include basal reading materials. Pre-primer and primer level stories of several different series are used to extend reading experiences, build confidence and to reinforce beginning reading skills. As the reading vocabulary approaches the first reader level the children are directed, individually and in small groups, into directed reading-thinking activities. Reading for information becomes a basic component of his reading experiences. Thinking, speaking, writing, reading are processes of communication and are fostered and nurtured as such, not as separate skills taught in isolation from one

another. Various supplementary materials are used to reinforce the basic reading skills. Word recognition training is provided through the use of various techniques and media of specially prepared packets of materials. Other children's stories, materials of several series of basal readers, library books, and periodicals provide ample opportunity for the child to read widely and to expand his reading skills.

D. Reading-Thinking Activities

As soon as the children of a small group are able to read preprimers they are ready to participate in directed reading-thinking activities. As children develop skill in this activity, individual children are guided into the individualized reading phase of the program. This is not to be confused with "round-robin" type of reading. The directed reading-thinking process guides the children in declaring purposes for reading; these will be self-declared purposes, not imposed purposes of the teacher, or of someone else. The teacher guides the children of a small group to think about the selection to be read, and to declare a purpose for reading, to speculate upon outcomes, to interpret events and to evaluate. The process develops open-mindedness, alertness, curiosity, and a responsibility for reading. Thus prepared for reading the child reasons while reading. He thinks to further his purpose for reading. He finds solutions to problems, weighs information and makes judgments. He extends ideas as he reads to satisfy his own purposes for reading. This technique provides ways of applying word recognition skills in functional ways.

E. Developing Independence in Reading

To become an independent reader the pupil must have become proficient

in the basic reading skills:

1. The pupil must always be reading for meaning.

2. The vocabulary of the context of the story or article must be at a meaningful level for the understanding of the pupil.

3. The pupil should become skilled in using context clues to aid him in recognizing new words. This technique is tried first in reading.

4. Using phonic generalizations is especially useful during the learning to read stage because the words being learned are already a part of the child's oral language vocabulary. Instruction in phonics should be done within the context in which the word is being used, not in isolation of meaning.

5. Structural generalizations of words are also useful to the child. Knowledge of the common affixes help the reader to deal with words already a part of his speaking-meaning vocabulary.

6. The ability to substitute consonant sounds, to recognize variations of vowel sounds, the ability to blend sounds, to recognize and to use diacritical keys are all useful in becoming an independent reader.

Dictionaries of various levels provide word-recognition helps for both pronunciation and meaning. Skills in use of the dictionary become more sophisticated as the child advances in school.

F. Reading for Enjoyment

One of the most valid tests of a sound reading program is the extent to which children will choose to read during their leisure time in

preference to other activities. With a wide variety of enticing reading materials at children's independent reading levels available, with time to read and to share, children are encouraged to read just for fun. Reading for enjoyment is a very important phase of the individualized reading program. Self-selection is also a basic element, and multivaried materials are essential for self-selection. In order for a student to make decisions about what materials to read, he must know why he is reading. Setting purposes for reading is a first step in developing independence in reading. Provision is made in the framework of the program in allowing time and space for children to read for enjoyment. Self-selection of books to read, self-direction of time, and self-evaluation of accomplishments are contributing factors in developing responsibility in reading and its subsequent enjoyment.

G. Versatility in Reading

The versatile reader is a competent and mature reader. This is the goal of all instructional reading programs. Pupils of all levels of reading, including the primary grades, are able to learn techniques which contribute to their becoming versatile readers. A versatile reader is one who adjusts his rate of reading according to his purpose for reading, and to the difficulty of the material to be read. Children of the primary grades have opportunities to develop this skill as they learn to set purposes for reading in the directed reading-thinking activity. Versatility is required as the young reader learns to use voice inflections and modification in reading orally to interpret the meaning of the author. Students of the upper elementary grades have greater opportunity to develop this skill as they survey a selection before reading, apply refined study

techniques to reading for meaning, skim, scan, and adjust rate according to his purpose for reading. These are skills the student learns as he progresses through the reading program.

IV. How the Individualized, Nongraded Reading Program Functions

Acknowledging that one's ability to read is essential in our modern society, the nongraded program is strongly oriented to reading and coincides with every individual's "right to read."

A. Pre-Reading Experiences

Pre-reading Readiness is introduced to the child through several facets that are given emphasis according to each child's needs.

Sensory-motor skills, visual discrimination skills, and auditory skills are taught along with a perceptual-training program. Frostig materials and ideas from a program developed by Don Applegate, Reading Specialist for the Snake River Center, are being utilized along with other resource materials.

Sensory-motor, visual discrimination and auditory skills have been sequenced and Skill-Building Packets have been made for each skill with options for varied learning routes.

Oral Expression is another important part of pre-reading readiness activities. Experience centered activities in which students bring interesting momentos, insects, pictures, etc., and tell about them, describe them, and discuss them are used to develop language adequacy. Showing pictures of farm animals, pets, cities, etc., and telling about them is another method used to develop oral expression skill. These activities

provide the content for dictated stories in the language experience approach to reading.

The Peabody Language Development Kit is used as a vehicle to develop oral expression.

B. Language Experience Approach to Reading

The Language Experience Program is used with 5 and 6 year olds who are able to see relationships in pictures or events and express these ideas in adequate sentence patterns by talking, listening, writing, and reading.

In the beginning the language experience reading program is done as a group story activity in which all students have a common experience, then dictate their sentences to the teacher or aide in charge who writes it into a group story. After several students, or all students have responded, each student will read aloud his sentence, or as many sentences as he can. Another method is for all students to share a common experience and then work one to one with the teacher or aide writing as the student dictates his story. This becomes his personal story which he may illustrate and read to others.

One day is devoted to writing and illustrating, next day reading and entering new "learned" words into his own dictionary which is an alphabetized book and also into his word bank which is a set of alphabetized envelopes. The third or fourth day, the students re-read their stories and compose new sentences from their word bank. The stories are shared with their buddies during "share day."

The time spent for language experience varies according to students' motivation. In our program the time alloted runs between 20 to 30 minutes. In the ideal language-experience program the time block would stretch from 1 to 1½ hours with children involved in individual activities - some writing, some dictating, some composing sentences, some working with buddies, some with the teacher. As the child grows in skill and maturity, the language experience program becomes a creative writing experience. After the child dictates about 20 stories and learns the vocabulary of each, he is ready to start reading basal readers.

C. Expanding Reading Vocabulary

To further Expand the Reading Vocabulary, along with the language experience program, the students are placed in basal readers. Students all progress at an individualized rate in the basals. Every student confer-ences with his reading instructor or instructional aide twice a day. During these conferences he is evaluated for oral reading, comprehension of text, and word-attack skills. Before conferencing with his instructor, the student must read his story twice to one of his 7, 8, or 9 year old "buddies."

D. Programmed Reading

Students who have reached the 2/1 reading level and according to the judgment of the teacher will work best in this area are placed in Sullivan Programmed Reading which is another phase of the individualized reading program.

E. Individualized Reading

When the student demonstrates sufficient responsibility, he is placed in another area of the individualized reading program. This is a self-selection, self-pacing reading program. He chooses his own trade (library) books to read. Regardless of each student's reading placement (programmed or self-selection), every student spends approximately 5 minutes record keeping in his book. Students may not change their plans once they have been made.

1. Choosing a book

He is responsible to choose books that he can read and he follows the "how to choose a book" standard steps:

a. Find a book that is appealing
b. Turn to the middle and read one page
c. Miss 0-1 words - too easy
d. Miss 5 or more words - too hard
e. Miss 2-4 words - just right to read

2. Conferencing

These students are required to have two conferences a week with their reading instructor. During the conference period the instructor evaluates the student on his oral reading, comprehension, and word-attack skills. Individual records are kept on the students' word analysis skills and development of reading. Students who are not signed up for conferences read silently at their seats. The Silent Reading and conferencing period occupy approximately 20 minutes.

3. Skill Time

The next 20 minutes are set aside as Skill Time. During this time the students are grouped according to their needs as determined during the reading conference. This could mean grouping for a large needs group, small needs group, or on a one to one basis.

For this particular area the Word Analysis Reading Skills have been sequenced and packets have been made for the listed 200 skills. Every packet states the concept to be learned, the behavioral objective and includes the pre-test, at least 3 learning routes, and the post test.

4. Special Time

The next 20 minutes is set aside as Special Time. Here the children are responsible to select one out of 4 activities. This selection has been made during the planning time and recorded by each child in his record keeping book. During the special time, students prepare various ways of sharing books they have enjoyed reading. Before a sharing of a book is presented to the other students on Friday, each student must have practiced his presentation with a buddy and be evaluated by him.

Time set aside for each segment of the Reading Program is flexible.

F. Skill Development

To further evaluate students comprehension, every student in a reading program, whether age 5, 6, 7, or 8, works in a workbook and works individually at his own speed. Certain pages are handed in to be evaluated by the instructors. Other pages are corrected by the student himself.

Students who have completed their workbooks work in Readers Digest Skill Builders, S.R.A., Weekly Readers, Read-Study-Think booklets.

Students aged 7 to 8 are also placed in basal readers in small groups of up to 10 students for the purpose of developing interpretive skills and further evaluating comprehension skills. Basal readers are reviewed for their special purpose.

In the afternoon, we have U.S.S.R. (Uninterrupted Sustained Silent Reading). Performance in U.S.S.R. signals that the student is able to read by himself or for himself over long spans of print. His purpose in the silent reading time is to get as many of the important and significant ideas as he can through silent reading. It is a selective type activity. The U.S.S.R. time span has been extended from 3 minutes to 20 minutes since the beginning of the year.

G. Summary

There is a wide selection of books in the Quad and all students are given the freedom to check books out on their own. This is in addition to the school library.

In this primary level of individualized reading program, students acquire the necessary skills for versatility in reading.

V. Summary

The primary objectives of the nongraded, individualized reading program are to identify the learning strengths of each child, structure a developmental program wherein he will be guided to work at his optimum level, paced to his own capacities for learning. Beginning reading evolves from the child's own

vocabulary and grows into the use of many commercially prepared materials. Multi-media materials, abundance of library books, basal reader materials from various companies, and books authored by the children provide the reading fare of the program. A skills program, which is a collection of the most appropriate materials available (sample of the bibliography is contained in this packet) provides breadth to the sequence of word recognition skills. The nongraded organization destroys preconceived ideas of "levels" and allows for time and space in which children interrelate in all of the communication skills. The student learns that reading serves many purposes. It is not only a tool for greater learning, but a means of great enjoyment.

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READING ACHIEVEMENT AGE

K.1 K.5 1.1 1.5 2.1 2.5 3.1 3.5 4.1 4.5 5.1

language experience

DIRECTED READING ACTIVITIES

COMPREHENSION SKILLS

READINESS PROGRAM

BASAL MATERIALS

PROGRAMMED READING

INDIVIDUALIZED READING

INDIVIDUALIZED WORD ANALYSIS SKILL PROGRAM

SUPPLEMENTAL PHASES

ELEMENTS OF PRESCRIPTIVE READING PROGRAMS - Chart 2

	K.1	K.5	1.1	1.5	2.1	2.5	3.1	3.5	4.1	4.5	5	6	7	8
Pre-Reading Readiness														
1. Sensory-motor Integration	I	E	E	-	-	-	-	-						
2. Visual Discrimination	I	E	E	-	-	-	-	-						
3. Auditory Discrimination	I	E	E	-	-	-	-	-						
4. Oral Language Development	I	E	E	-	-	-	-	-	Re	E	-	-	-	-
a. Speaking	I	E	E	-	-	-	-	-	Re	E	-	-	-	-
b. Listening	I	E	-	-	-	-	-	-	Re	E	-	-	-	-
Language Experience Approach to Reading														
1. Oral Language (Dictating/Writing Stories)	I	E	E	-	-	-	-	-						
2. Writing (creative)			I	E	-	-	-	-	Re	-	-	-	-	-
3. Reading-oral and silent			I	E	-	-	-	-	Re	-	-	-	-	-
4. Sight Vocabulary			I	E	-	-	-	-	Re	-	-	-	-	-
Basal Reader Materials														
1. Directed - Reading-Thinking Activities			I	E	-	-	-	-	Re	-	-	-	-	-
2. Comprehension Skills			I	E	-	-	E	-	Re	-	-	-	-	-
3. Expanding Reading Vocabulary				I	E	-	-	-	Re	-	-	-	-	-
4. Word Attack Skills			I	E	-	-	-	-	Re	-	-	-	-	-
5. Versatility in Reading for Purpose				I	E	-	-	-	Re	-	-	-	-	-
6. Study Skills				I	E	-	-	-	Re	-	-	-	-	-
Individualized Reading - Reading Widely														
1. Conferencing			I	E	-	-	-	-	Re	-	-	-	-	-
2. Sharing			I	E	-	-	-	-	Re	-	-	-	-	-
3. Reading for Enjoyment			I	E	-	-	-	-	-	-	-	-	-	-
Supplementary Phases and Reinforcement														
1. Programmed Reading Materials					I	E	-	-	-	-				
2. Reading Development Kits					I	E	-	-	-	-	-	-	-	-
3. Readers Digest Materials						I	-	-	-	-	-	-	-	-
4. Weekly Reader (and similar Pub.)	I	E	-	-	-	-	-	-	-	-	-	-	-	-
5. Specially Prepared Materials	I	E	-	-	-	-	-	-	-	-	-	-	-	-
6. Work-book-type Materials			I	E	-	-	-	-	Re	E	-	-	-	-

Key: I = Introduce
E = Extend training
- = Continue development
Re = Re-emphasized at a more sophisticated level

SCOPE AND SEQUENCE

Developed through Title III,
Project curriculum change through
nongraded individualization
Snake River District #52

	K	1	2	3	4	5	6	7	8
I. Sensory-Motor Integration									
A. Visual Discrimination									
1. Identification of right and left, top and bottom	I	E	E	-	-				
2. Eye-hand coordination - copy simple shapes	I	E	E	-	-				
3. Name in print	I	E	E	-	-				
4. Identification of colors	I	E	E	-	-				
5. Observing picture detail - missing part	I	E	E	-	-				
6. Identification of difference in similar objects	I	E	E	-	-				
7. Identification of likenesses and differences of pictured objects	I	E	-	-	-				
8. Identification of likenesses and differences in objects other than pictures	I	E	E	-	-				
9. Drawing geometric figure from memory	I	E	E	E	-				
10. Identification of likenesses and differences in letters of the alphabet	I	E	E	-	-				
11. Discrimination of letter forms both capital and small	I	E	-	-	-				
12. Recognizing likenesses and differences in words	I	E	E	-	-				
13. Identification of upper case letters with corresponding lower case letters	I	E	-	-	-				
14. Discrimination between letters that are similar in form	I	E	E	-	-				
B. Auditory Discrimination									
1. Listening for and identifying common sounds from non-human sources	I	E	-	-	-				
2. Recognizing and identifying rhyming sounds	I	E	E	E	-				
3. Hearing rhyming words	I	E	E	E	-				
4. Recognizing rhyming sounds	I	E	E	-	-				
5. Supplying rhyming words	I	E	E	E	-				
6. Determining when names of pictured objects begin with the same sound	I	E	E	-	-				
7. Listening for and hearing common sounds	I	E	E	-	-				
8. Hearing and identifying the sound for initial consonant Mm	I	E	E	-	-	–	–		

I = introduce, E = extend, - = Maintain concept of skill

I. Sensory-Motor Integration (cont.)

B. Auditory Discrimination (cont.)

	K	1	2	3	4	5	6	7	8
9. Hearing and identifying the sound and letter symbol for initial consonant Mm	I	E	E	-	-				
10. Hearing and identifying the sound for initial consonant Dd	I	E	E	-	-				
11. Hearing and identifying the sound and letter symbol for initial consonant Dd	I	E	E	-	-				
12. Hearing and identifying the sound for initial consonant Ff	I	E	E	-	-				
13. Hearing and identifying the sound and letter symbol for initial consonant Ff	I	E	E	-	-				
14. Hearing and identifying the sound for initial consonant Gg	I	E	E	E	-				
15. Hearing and identifying the sound and letter symbol for initial consonant Gg	I	E	E	-	-				
16. Hearing and identifying the sound for initial consonant Bb	I	E	E	-	-				
17. Hearing and identifying the sound and letter symbol for initial consonant Bb	I	E	E	-	-				
18. Hearing and identifying the sound for initial consonant Ss	I	E	E	-	-				
19. Hearing and identifying the sound and letter symbol for initial consonant Ss	I	E	E	-	-				
20. Hearing and identifying the sound for initial consonant Tt	I	E	E	-	-				
21. Hearing and identifying the sound and letter symbol for initial consonant Tt	I	E	E	-	-				
22. Hearing and identifying the sound for initial consonant Ww	I	E	E	-	-				
23. Hearing and identifying the sound and letter symbol for initial consonant Ww	I	E	E	-	-				
24. Hearing and identifying the sound for initial consonant Nn	I	E	E	-	-				
25. Hearing and identifying the sound and letter symbol for initial consonant Nn	I	E	E	-	-				
26. Hearing and identifying the sound for initial consonant Pp	I	E	E	-	-				
27. Hearing and identifying the sound and letter symbol for initial consonant Pp	I	E	E	-	-				
28. Hearing and identifying the sound for initial consonant Cc	I	E	E	E	-				
29. Hearing and identifying the sound and letter symbol for initial consonant Cc	I	E	E	E	-				
30. Hearing and identifying the sound for initial consonant Kk	I	E	E	-	-				
31. Hearing and identifying the sound and letter symbol for initial consonant Kk	I	E	E	-	-				
32. Hearing and identifying the sound for initial consonant Jj	I	E	E	-	-				

I = introduce, E = extend, - = Maintain concept of skill

I. Sensory-Motor Integration (Cont.)

B. Auditory Discrimination (cont.)

	K	1	2	3	4	5	6	7	8
33. Hearing and identifying the sound and letter symbol for initial consonant Jj	I	E	E	-	-	-	-		
34. Hearing and identifying the sound for initial consonant Hh	I	E	E	-	-	-	-		
35. Hearing and identifying the sound and letter symbol for initial consonant Hh	I	E	E	-	-	-	-		
36. Hearing and identifying the sound for initial consonant Ll	I	E	E	-	-	-	-		
37. Hearing and identifying the sound and letter symbol for initial consonant Ll	I	E	E	-	-	-	-		
38. Hearing and identifying the sound for initial consonant Rr	I	E	E	-	-	-	-		
39. Hearing and identifying the sound and letter symbol for initial consonant Rr	I	E	E	-	-	-	-		
40. Hearing and identifying the sound for initial consonant Vv	I	E	E	-	-	-	-		
41. Hearing and identifying the sound and letter symbol for initial consonant Vv	I	E	E	-	-	-	-		
42. Hearing and identifying the sound for initial consonant Yy	I	E	E	-	-	-	-		
43. Hearing and identifying the sound and letter symbol for initial consonant Yy	I	E	E	-	-	-	-		
44. Hearing and identifying the sound for initial consonant Zz	I	E	E	-	-	-	-		
45. Hearing and identifying the sound and letter symbol for initial consonant Zz	I	E	E	-	-	-	-		
46. Hearing and identifying the sound for initial consonant Xx		I	E	E	-	-	-		
47. Hearing and identifying the sound and letter symbol for initial consonant Xx		I	E	E	-	-	-		
48. Hearing and identifying the sound for initial consonant Qq	I	E	E	-	-	-	-		
49. Hearing and identifying the sound and letter symbol for initial consonant Qq		I	E	-	-	-	-		
50. Hearing and identifying the sound and letter symbol for initial consonants b, r, t, n, h, f, d, p, l, s, c, g, w, m	I	E	E	-	-	-	-		
51. Identification of sound and letter symbol for all initial consonants		I	E	-	-	-	-		
52. Identification of sound and letter symbol for all initial consonants		I	E	-	-	-	-		
53. Identification of words beginning with initial consonants n, h, f, d, p, l, s, c, g, w, m, b, r, t		I	E	E	-	-	-		
54. Hearing final consonant sound t		I	E	E	-	-	-		
55. Hearing final consonant sound d		I	E	E	-	-	-		
56. Hearing final consonant sound k		I	E	E	-	-	-		
57. Hearing final consonant sound m		I	E	E	-	-	-		
58. Hearing final consonant sound n		I	E	E	-	-	-		
59. Hearing final consonant sound p		I	E	E	-	-	-		

I = introduce, E = extend, - = Maintain concept of skill

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I. Sensory-Motor Integration (cont.)

B. Auditory Discrimination (cont.)

	K	1	2	3	4	5	6	7	8
60. Hearing final consonant sound r		I	E	E	-	-	-		
61. Hearing final consonant sound s		I	E	E	-	-	-		
62. Hearing final consonant sound l		I	E	E	-	-	-		
63. Hearing final consonant sound f		I	E	E	-	-	-		
64. Hearing final consonant sound z		I	E	E	-	-	-		
65. Hearing final consonant sound b		I	E	E	-	-	-		
66. Hearing and identification of the sound and letter symbol for final consonants		I	E	E	-	-	-		
67. Identification of sounds and letter symbols for the final consonants d, k, m, n, p, r, t		I	E	E	-	-	-		
68. Review of initial and final consonants		I	E	E	-	-	-	-	-
69. Rhyming endings		I	E	E	-	-	-	-	-
70. Initial consonant substitution		I	E	E	-	-	-		
71. Final consonant substitution		I	E	E	-	-	-		
72. Ability to remember five word sentences	I	E	E	-	-	-	-		
73. Following directions	I	E	E	-	-	-	-	-	-
74. Recall after listening	I	E	E	-	-	-	-	-	-
75. Finding words by using initial consonant sound and context		I	E	E	-	-	-		

II. Expressional Skills

A. Punctuation Marks

	K	1	2	3	4	5	6	7	8
1. Basic sentence patterns		I	E	E	-	-	-	-	-

I = introduce, E = extend, - = Maintain concept of skill

K	1	2	3	4	5	6	7	8
I	E	E	-					
I	E	E	-	-				
I	E	E	-	-	-	-		
	I	E	E	-	-	-	-	-
	I	E	E	-	-	-	-	-
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-	-	-
	I	E	E	-	-	-	-	-
	I	E	E	-	-	-	-	-
	I	E	E	E	-	-	-	-
		I	E	E	-	-	-	-
		I	E	E	-	-	-	-

III. Decoding Skills

A. Association of words with concepts

1. Color words as sight words
2. Recognition of the color words and association of word with color
3. Recognizing emotional attitudes in pictures
4. Seeing the form s in known words

See 1-B-69 5. Rhyming endings

B. Diagraphs

1. Hearing and identification of the sound and letter symbols for the consonant diagraph SH
2. Hearing and identification of the sound and letter symbols for the consonant diagraph WH
3. Hearing and identification of the sound and letter symbols for the consonant diagraph TH
4. Hearing and identification of the sound and letter symbols for the consonant diagraph CH

C. Compound Words

1. Compound words
2. Compound words

D. Plurals

See III-A-4 1. Seeing the form s in known words
2. Plural form of noun by adding s
3. Plural form of es
4. Making plurals using F and FE

I = introduce, E = extend, - = Maintain concept of skill

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III. Decoding Skills (cont.)

D. Plurals (cont.)

E. Blends - Initial Position

		K	1	2	3	4	5	6	7	8
1.	Identification of sound and letter symbol of initial consonant blend gr		I	E	-	-	-	-		
2.	Identification of sound and letter symbol of initial consonant blend br		I	E	-	-	-	-		
3.	Identification of sound and letter symbol of initial consonant blend tr		I	E	-	-	-	-		
4.	Identification of sound and letter symbol of initial consonant blend dr		I	E	-	-	-	-		
5.	Identification of sound and letter symbol of initial consonant blend fr		I	E	-	-	-	-		
6.	Identification of sound and letter symbol of initial consonant blend pr		I	E	-	-	-	-		
7.	Identification of sound and letter symbol of initial consonant blend cr		I	E	-	-	-	-		
8.	Identification of sound and letter symbol of initial consonant blend pl		I	E	-	-	-	-		
9.	Identification of sound and letter symbol of initial consonant blend fl		I	E	-	-	-	-		
10.	Identification of sound and letter symbol of initial consonant blend sl		I	E	-	-	-	-		
11.	Identification of sound and letter symbol of initial consonant blend gl		I	E	-	-	-	-		
12.	Identification of sound and letter symbol of initial consonant blend cl		I	E	-	-	-	-		
13.	Identification of sound and letter symbol of initial consonant blend sn		I	E	E	-	-	-		
14.	Identification of sound and letter symbol of initial consonant blend bl		I	E	E	-	-	-		
15.	Identification of sound and letter symbol of initial consonant blend sk		I	E	E	-	-	-		
16.	Identification of sound and letter symbol of initial consonant blend sc		I	E	E	-	-	-		
17.	Identification of sound and letter symbol of initial consonant blend sm		I	E	E	-	-	-		
18.	Identification of sound and letter symbol of initial consonant blend sw		I	E	E	-	-	-		
19.	Identification of sound and letter symbol of initial consonant blend sp		I	E	E	-	-	-		
20.	Identification of sound and letter symbol of initial consonant blend st		I	E	E	-	-	-		
21.	Hearing and identification of consonant blends		I	E	E	-	-	-		
22.	Identification of sound and letter symbols of initial consonant blends		I	E	E	-	-	-		
23.	Identification of sound and letter symbols of initial consonant blends		I	E	E	-	-	-		
24.	Identification of sound and letter symbols of initial consonant blends		I	E	E	-	-	-		
25.	Hearing and recognizing the letter symbols for three letter blends THR, SPR, STR, SQU, SPL, SCR		I	E	E	-	-	-		

I = introduce, E = extend, - = Maintain concept of skill

III. Decoding Skills (cont.)

	K	1	2	3	4	5	6	7	8
F. Final Consonant Blends									
1. Identification of sound and symbol for final consonant blend nk		I	E	E	-	-	-		
2. Identification of sound and symbol for final consonant blend st		I	E	E	-	-	-		
3. Identification of sound and symbol for final consonant blend sk		I	E	E	-	-	-		
4. Identification of sound and symbol for final consonant blend sp		I	E	E	-	-	-		
5. Identification of sound and symbol for final consonant blend ng		I	E	E	-	-	-		
G. Root Words - Varient Endings									
1. Identification of sound and letter symbol for verb ending s		I	E	E	-	-	-	-	-
2. Identification of sound and letter symbol for verb ending ed		I	E	E	-	-	-	-	-
3. Identification of sound and letter symbol for verb ending ing		I	E	E	-	-	-	-	-
4. Recognition of plural forms of s		I	E	E	-	-	-	-	-
5. Recognition of plural forms of es		I	E	E	-	-	-	-	-
6. Root word		I	E	E	-	-	-	-	-
7. Identifying final word patterns		I	E	E	-	-	-	-	-
8. Doubling final consonants of certain verbs before adding ed or ing		I	E	E	-	-	-	-	-
9. Dropping final e before adding ing		I	E	E	-	-	-	-	-
10. Plural forms of y to i before adding es		I	E	E	-	-	-	-	-
11. Dropping y, substituting i before adding er, est.		I	E	E	-	-	-	-	-
12. Vocabulary building by changing suffixes, prefixes or root words		I	E	E	-	-	-	-	-
H. Long Vowels									
1. Hearing and recognizing the sound and letter symbol for the long vowel A		I	E	E	-	-	-		
2. Hearing and recognizing the sound and letter symbol for the long vowel E		I	E	E	-	-	-		
3. Hearing and recognizing the sound and letter symbol for the long vowel I		I	E	E	-	-	-		
4. Hearing and recognizing the sound and letter symbol for the long vowel O		I	E	E	-	-	-		
5. Hearing and recognizing the sound and letter symbol for the long vowel U		I	E	E	-	-	-		
6. Hearing and recognizing the sound and symbols for the long vowels		I	E	E	-	-	-		
7. Review of hearing and identifying of sounds and letter symbols for short and long vowel sounds of A, E, I, O, U		I	E	E	-	-	-		

I = introduce, E = extend, - = Maintain concept of skill

III. Decoding Skills (cont.)

H. Long Vowels (cont.)

8. Hearing and identification of the sound and letter symbol for the letter y when used as a vowel, instead of as a consonant

I. Short Vowels

1. Hearing and identification of the sound and letter symbol for the short vowel A
2. Hearing and identification of the sound and letter symbol for the short vowel E
3. Hearing and identification of the sound and letter symbol for the short vowel I
4. Hearing and identification of the sound and letter symbol for the short vowel O
5. Hearing and identification of the sound and letter symbol for the short vowel U
6. Hearing and identification of the sound and letter symbols for the short vowels

See III-H-7 7. Review of hearing and identifying of sounds and letter symbols for short and long vowel sounds of A, E, I, O, U

See III-H-8 8. Hearing and identification of the sound and letter symbol for the letter y when used as a vowel, instead of a consonant

J. Contractions

1. Contractions

K	1	2	3	4	5	6	7	8
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
		I	E	E	-	-	-	-

I = introduce, E = extend, - = Maintain concept of skill

	K	1	2	3	4	5	6	7	8
III. Decoding Skills (cont.)									
K. Possessives									
1. Possessives		I	E	E	-	-	-	-	-
2. Possessives		I	E	E	-	-	-	-	-
L. Syllabication									
1. Number of syllables in word		I	E	E	-	-	-	-	-
2. Recognizing syllables as word parts with one vowel sound		I	E	E	-	-	-	-	-
3. Generalization of closed and open syllables		I	E	E	-	-	-	-	-
4. Recognizing closed syllables as having a short vowel sound		I	E	E	-	-	-	-	-
5. Dividing words into syllables when the first vowel is followed by a double consonant			I	E	-	-	-	-	-
6. Recognizing prefixes and suffixes as unaccented syllables				I	E	-	-	-	-
7. Vocabulary building by changing suffixes, prefixes or root words			I	E	E	-	-	-	-
M. Diacritical Marks									
1. Recognizing breve and macron			I	E	E	-	-	-	-
2. Identifying accented syllables			I	E	E	-	-	-	-
3. Noting primary and secondary accents				I	E	E	-	-	-
4. Using the dictionary to find phonetic spelling				I	E	E	-	-	-
5. Using the dictionary for syllabication and accent				I	E	E	-	-	-
6. Diacritical marks				I	E	E	-	-	-
IV. Pronunciation Skills									
A. Hearing and pronouncing initial consonants									
(Skills 1-45 are also listed under I-B (Auditory Discrimination))									
1. Hearing and identifying the sound for initial consonant Mm	I	E	E	-	-				

See III-G-12

I = introduce, E = extend, - = Maintain concept of skill

IV. Pronunciation Skills (cont.)

A. Hearing and pronouncing initial consonants (cont.)

	K	1	2	3	4	5	6	7	8
2. Hearing and identifying the sound and letter symbol for initial consonant Mm	I	E	E	-	-	-	-		
3. Hearing and identifying the sound for initial consonant Dd	I	E	E	-	-	-	-		
4. Hearing and identifying the sound and letter symbol for initial consonant Dd	I	E	E	-	-	-	-		
5. Hearing and identifying the sound for initial consonant Ff	I	E	E	-	-	-	-		
6. Hearing and identifying the sound and letter symbol for initial consonant Ff	I	E	E	-	-	-	-		
7. Hearing and identifying the sound for initial consonant Gg	I	E	E	-	-	-	-		
8. Hearing and identifying the sound and letter symbol for initial consonant Gg	I	E	E	-	-	-	-		
9. Hearing and identifying the sound for initial consonant Bb	I	E	E	-	-	-	-		
10. Hearing and identifying the sound and letter symbol for initial consonant Bb	I	E	E	-	-	-	-		
11. Hearing and identifying the sound for initial consonant Ss	I	E	E	-	-	-	-		
12. Hearing and identifying the sound and letter symbol for initial consonant Ss	I	E	E	-	-	-	-		
13. Hearing and identifying the sound for initial consonant Tt	I	E	E	-	-	-	-		
14. Hearing and identifying the sound and letter symbol for initial consonant Tt	I	E	E	-	-	-	-		
15. Hearing and identifying the sound for initial consonant Ww	I	E	E	-	-	-	-		
16. Hearing and identifying the sound and letter symbol for initial consonant Ww	I	E	E	-	-	-	-		
17. Hearing and identifying the sound for initial consonant Nn	I	E	E	-	-	-	-		
18. Hearing and identifying the sound and letter symbol for initial consonant Nn	I	E	E	-	-	-	-		
19. Hearing and identifying the sound for initial consonant Pp	I	E	E	-	-	-	-		
20. Hearing and identifying the sound and letter symbol for initial consonant Pp	I	E	E	-	-	-	-		
21. Hearing and identifying the sound for initial consonant Cc	I	E	E	-	-	-	-		
22. Hearing and identifying the sound and letter symbol for initial consonant Cc	I	E	E	-	-	-	-		
23. Hearing and identifying the sound for initial consonant Kk	I	E	E	-	-	-	-		
24. Hearing and identifying the sound and letter symbol for initial consonant Kk	I	E	E	-	-	-	-		
25. Hearing and identifying the sound for initial consonant Jj	I	E	E	-	-	-	-		
26. Hearing and identifying the sound and letter symbol for initial consonant Jj	I	E	E	-	-	-	-		
27. Hearing and identifying the sound for initial consonant Hh	I	E	E	-	-	-	-		
28. Hearing and identifying the sound and letter symbol for initial consonant Hh	I	E	E	-	-	-	-		
29. Hearing and identifying the sound for initial consonant Ll	I	E	E	-	-	-	-		
30. Hearing and identifying the sound and letter symbol for initial consonant Ll	I	E	E	-	-	-	-		
31. Hearing and identifying the sound for initial consonant Rr	I	E	E	-	-	-	-		
32. Hearing and identifying the sound and letter symbol for initial consonant Rr	I	E	E	-	-	-	-		
33. Hearing and identifying the sound for initial consonant Vv	I	E	E	-	-	-	-		
34. Hearing and identifying the sound and letter symbol for initial consonant Vv	I	E	E	-	-	-	-		
35. Hearing and identifying the sound for initial consonant Yy	I	E	E	-	-	-	-		
36. Hearing and identifying the sound and letter symbol for initial consonant Yy	I	E	E	-	-	-	-		
37. Hearing and identifying the sound for initial consonant Zz	I	E	E	-	-	-	-		
38. Hearing and identifying the sound and letter symbol for initial consonant Zz	I	E	E	-	-	-	-		
39. Hearing and identifying the sound for initial consonant Xx		I	E	E	-	-	-		

I = introduce, E = extend, - = Maintain concept of skill

IV. Pronunciation Skills (cont.)

A. Hearing and pronouncing initial consonants (cont.)

		K	1	2	3	4	5	6	7	8
	40. Hearing and identifying the sound and letter symbol for initial consonant Xx		I	E	E	-	-	-		
	41. Hearing and identifying the sound for initial consonant Qq		I	E	E	-	-	-		
	42. Hearing and identifying the sound and letter symbol for initial consonant Qq		I	E	E	-	-	-		
	43. Hearing and identifying the sound and letter symbol for initial consonants b, r, t, n, h, f, d, p, l, s, c, g, w, m	I	E	E	-	-	-	-		
	44. Identification of sound and letter symbol for all initial consonants		I	E	E	-	-	-		
	45. Identification of sound and letter symbol for all initial consonants		I	E	E	-	-	-		
See III-B-1	46. Hearing and identification of the sound and letter symbols for the consonant diagraph SH		I	E	E	-	-	-		
III-B-2	47. Hearing and identification of the sound and letter symbols for the consonant diagraph WH		I	E	E	-	-	-		
III-B-3	48. Hearing and identification of the sound and letter symbols for the consonant diagraph TH		I	E	E	-	-	-		
III-B-4	49. Hearing and identification of the sound and letter symbols for the consonant diagraph CH		I	E	E	-	-	-		
I-B-70	50. Initial consonant substitution		I	E	E	-	-	-		
I-B-75	51. Finding word by using initial consonant sound and context		I	E	E	-	-	-		

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B. Pronouncing letters and words from word lists

See I-B-53	1. Identification of words beginning with initial consonants n, h, f, d, p, l, s, c, g, w, m, b, r, t		I	E	E	-	-	-		
	2. Ability to name the letters of the alphabet		I	E	E	-	-	-		
	3. Sight words - First 100 of Dolch List		I	E	E	-	-	-		
	4. Dolch 220 sight list - (1 second exposure)		I	E	E	-	-	-		
	5. Silent letters in KN, GN, WR		I	E	E	-	-	-	-	-
	6. Variant sounds of c			I	E	E	-	-	-	-
	7. Variant sounds of g			I	E	E	-	-	-	-
	8. Variant sounds of s			I	E	E	-	-	-	-
See III-A-1	9. Color words as sight words	I	E	-	-					
III-A-2	10. Recognition of the color words and association of word with color	I	E	E	-	-				

I = Introduce, E = extend, - = Maintain concept of skill

IV. Pronunciation Skills

C. Hearing and pronouncing final consonant sounds

See Skills 54-68 listed under I-B

1. Hearing final consonant sound T
2. Hearing final consonant sound D
3. Hearing final consonant sound K
4. Hearing final consonant sound M
5. Hearing final consonant sound N
6. Hearing final consonant sound P
7. Hearing final consonant sound R
8. Hearing final consonant sound S
9. Hearing final consonant sound L
10. Hearing final consonant sound F
11. Hearing final consonant sound Z
12. Hearing final consonant sound B
13. Identification of sounds and letter symbols for the final consonants d, k, m, n, p, r, t
14. Hearing and identification of the sound and letter symbol for final consonants
15. Identification of sounds and letter symbols for the final consonants d, k, m, n, p, r, t
16. Review of initial and final consonants

D. Consonants in medial position

1. Identifying location of consonant sound, if it is in the front, middle or end of word

E. Vowel diagraphs

1. Hearing and recognizing the sound and letter symbols for the vowel diagraphs EE, AI, AY, OA, EA, IE

K	1	2	3	4	5	6	7	8
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		
		I	E	-	-	-		
		I	E	E	-	-		
		I	E	E	-	-		
			I	E	E	-	-	
			I	E	E	-	-	
			I	E	E	-	-	

I = introduce, E = extend, - = Maintain concept of skill

IV. Pronunciation Skills (cont.)

F. Diphthongs

1. Identification of sound and letter symbols for the vowel diphongs OW, OU, OI, OY

V. Comprehension Skills

A. Listening

See I-B-72 1. Ability to remember five word sentences
I-B-73 2. Following directions
I-B-74 3. Recall after listening
4. Comprehending Who - What - When - Where

B. Interpreting pictures

See I-A-5 1. Observing picture detail - missing part
III-A-3 2. Recognizing emotional attitudes in pictures
3. Pupil indicates what conversation might take place in a picture
4. Illustrating story and thought content
5. Telling what might have happened before or after the happening of the picture
6. Telling a story from a set of pictures
7. Sequence of events in pictures
8. Sequence of pictures
9. Using pictures as a context clue

K	1	2	3	4	5	6	7	8
		I	E	E	-	-		
I	E	E	-	-	-	-		
I	E	E	-	-	-	-	-	-
I	E	E	-	-	-	-	-	-
	I	E	E	-	-	-	-	-
I	E	E	-	-	-			
I	E	E	-	-	-	-		
I	E	E	-	-	-	-	-	-
I	E	E	-	-	-	-	-	-
I	E	E	-	-	-	-	-	-
I	E	E	-	-	-	-	-	-
I	E	E	-	-	-	-	-	-
I	E	E	-	-	-	-	-	-
I	E	E	-	-	-	-		
	I	E	-	-	-	-		

I = Introduce, E = extend, - = Maintain concept of skill

		K	1	2	3	4	5	6	7	8
	VI. Interpretive Thinking Skills									
	A. Relating information to past experiences									
See III-A-3	1. Recognizing emotional attitudes in pictures	I	E	E	-	-	-	-	-	-
V-B-3	2. Pupil indicates what conversation might take place in a picture	I	E	E	-	-	-	-	-	-
V-B-4	3. Illustrating story and thought content	I	E	E	-	-	-	-	-	-
	VII. Meaning Aquisition Skills									
	A. Using context									
	1. Context clues using initial consonants		I	E	E	-	-	-		
	2. Use of context clues for word recognition (cloze technique)		I	E	E	-	-	-		
	3. Synonyms			I	E	E	-	-		
	4. Antonyms			I	E	E	-	-		
	5. Homonyms			I	E	E	-	-		
	6. Hearing and identifying the letter symbols for the suffixes			I	E	E	-	-		
See III-K-2	7. Hearing and identifying the letter symbols for the prefixes			I	E	E	-	-		
See III-A-2	8. Recognition of the color words and association of word with color	I	E	E	-	-	-	-		
	9. Recognizing the title and author of a book		I	E	E	-	-			
	10. Finding main idea for paragraphs by choosing titles		I	E	E	-	-	-	-	-
	11. Using context		I	E	E	-	-	-	-	-
See V-B-9	12. Using pictures as a context clue		I	E	E	-	-	-		
I-B-75	13. Finding word by using initial consonant sound and context		I	E	E	-	-	-		
II-A-1	14. Basic sentence patterns		I	E	E	-	-	-		
	15. Key words in sentences			I	E	-	-	-	-	-
	16. Main ideas - supporting details			I	E	E	-	-	-	-
	VIII. Information Locating Skills									
	A. Glossary									
	1. Use of glossary				I	E	E	-	-	-
	2. Distinguishing between a dictionary and a glossary				I	E	E	-	-	-

I = introduce, E = extend, - = Maintain concept of skill

VIII. Information Locating Skills (cont.)

		K	1	2	3	4	5	6	7	8
B.	Dictionary									
	1. Alphabetizing			I	E	E	-	-	-	-
	2. Sections of the Dictionary				I	E	E	-	-	-
	3. Recognition of entry words in the Dictionary				I	E	E	-	-	-
	4. Alphabetizing by second letter				I	E	E	-	-	-
	5. Alphabetizing by third letter				I	E	E	-	-	-
	6. Using guide words to locate dictionary entries				I	E	E	-	-	-
See III-M-4	7. Using the dictionary to find phonetic spelling				I	E	E	-	-	-
III-M-5	8. Using the dictionary for syllabication and accent				I	E	E	-	-	-
	9. Using the dictionary to find meanings of words				I	E	E	-	-	-
SeeIII-M-6	10. Diacritical marks				I	E	E	-	-	-
VIII-A-2	11. Distinguishing between a dictionary and a glossary				I	E	-	-	-	-
C.	Directories									
	1. Use of telephone directory				I	E	-	-	-	-
D.	Newspapers									
	1. Use of the newspaper				I	E	E	-	-	-
E.	Card Catalogues									
	1. Using card catalogue				I	E	-	-	-	-

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I = introduce, E = extend, - = Maintain concept of skill

VIII. Information Locating Skills (cont.)

	K	1	2	3	4	5	6	7	8
F. Index									
1. Index					I	E	-		
G. Encyclopedias									
1. Using the Encyclopedia index				I	E	E	-		
2. Finding topics in an Encyclopedia				I	E	E	-		
3. Using guide letters to locate information in the Encyclopedia				I	E	E	-		
H. Pictorial and Graphic Material									
1. Reading pictorial and graphic material				I	E	E	-	-	
I. Thesaurus									
1. Using the Thesaurus				I	E	E	-	-	
J. Table of Contents									
1. Using table of contents		I	E	E	-	-			
See VII-A-9 2. Recognizing the title and author of a book		I	E	E	-	-			

I = introduce, E = introduce, - = Maintain concept of skill

IX. Information Appraising Skills

None

X. Information Organizing Skills

A. Classification

See VIII-B-1 1. Alphabetizing
VIII-B-4 2. Alphabetizing by second letter
VIII-B-5 3. Alphabetizing by third letter
4. Classifying objects or ideas into broad categories

B. Finding Main Idea

1. Outline
See VII-A-15 2. Key words in sentences
VII-A-16 3. Main ideas - supporting details

XI. Literary Element - Identification Skills

A. Rhyming

See I-B-3 1. Hearing rhyming words
I-B-4 2. Recognizing rhyming sounds
I-B-5 3. Supplying rhyming words
I-B-69 4. Rhyming endings
5. Rhyming endings

XII. Literary Quality Evaluation Skills

I = introduce, E = extend, - = Maintain concept of skills

K	1	2	3	4	5	6	7	8
	I	E	E	-	-	-	-	
		I	E	-	-	-	-	-
			I	E	-	-	-	-
I	E	-	-	-	-	-		
			I	E	E	-	-	-
		I	E	E	-	-	-	-
		I	E	E	-	-	-	-
I	E	E	-	-	-	-		
I	E	E	-	-	-	-		
I	E	E	-	-	-	-		
	I	E	E	-	-	-		
	I	E	E	-	-	-		

Name _____

Moreland School
Nongraded K-3
Title III E.S.E.A.

		READING SKILLS					Comments
1.	I-A-5, V-B-1	Picture detail, missing part					
2.	I-A-6	Difference in similar objects					
3.	I-A-7	Likenesses & differences of Pic. obj.					
4.	I-A-8	Like. & diff. in objects other than pic.					
5.	I-A-9	Geometric figure from memory					
6.	I-A-10	Like. & diff. in letters of alphabet					
7.	I-A-11	Capital and small letters (identify)					
8.	I-A-12	Likenesses & differences in words					
9.	I-B-1	Common sounds from non-human sources					
10.	I-B-2	Identifying rhyming sounds					
11.	I-B-3, XI-A-1	Hearing rhyming words					
12.	I-B-4, XI-A-2	Recognizing rhyming sounds					
13.	I-B-5, XI-A-3	Supplying rhyming words					
14.	I-B-6	Pictured objects with same sound					
15.	I-B-7	Hearing common sounds					
16.	I-B-8, IV-A-1	Hearing M					
17.	I-B-9, IV-A-2	Initial M					
18.	I-B-10, IV-A-3	Hearing D					
19.	I-B-11, IV-A-4	Initial D					
20.	I-B-12, IV-A-5	Hearing F					
21.	I-B-13, IV-A-6	Initial F					
22.	I-B-14, IV-A-7	Hearing G					
23.	I-B-15, IV-A-8	Initial G					
24.	I-B-16, IV-A-9	Hearing B					
25.	I-B-17, IV-A-10	Initial B					
26.	I-B-18, IV-A-11	Hearing S					
27.	I-B-19, IV-A-12	Initial S					
28.	I-B-20, IV-A-13	Hearing T					
29.	I-B-21, IV-A-14	Initial T					
30.	I-B-22, IV-A-15	Hearing W					
31.	I-B-23, IV-A-16	Initial W					
32.	I-B-24, IV-A-17	Hearing N					
33.	I-B-25, IV-A-18	Initial N					
34.	I-B-26, IV-A-19	Hearing P					
35.	I-B-27, IV-A-20	Initial P					
36.	I-B-28, IV-A-21	Hearing C					
37.	I-B-29, IV-A-22	Initial C					
38.	I-B-30, IV-A-23	Hearing K					
39.	I-B-31, IV-A-24	Initial K					
40.	I-B-32, IV-A-25	Hearing J					
41.	I-B-33, IV-A-26	Initial J					
42.	I-B-34, IV-A-27	Hearing H					
43.	I-B-35, IV-A-28	Initial H					
44.	I-B-36, IV-A-29	Hearing L					
45.	I-B-37, IV-A-30	Initial L					

			Comments
46.	I-B-38, IV-A-31	Hearing R	
47.	I-B-39, IV-A-32	Initial R	
48.	I-B-40, IV-A-33	Hearing V	
49.	I-B-41, IV-A-34	Initial V	
50.	I-B-42, IV-A-35	Hearing Y	
51.	I-B-43, IV-A-36	Initial Y	
52.	I-B-44, IV-A-37	Hearing Z	
53.	I-B-45, IV-A-38	Initial Z	
54.	I-B-46, IV-A-39	Hearing X	
55.	I-B-47, IV-A-40	Initial X	
56.	I-B-48, IV-A-41	Hearing Q	
57.	I-B-49, IV-A-42	Initial Q	
58.	I-B-50, IV-A-43	Initial consonants (picture)	
59.	I-B-51, IV-A-44	Sound & letter symbol (initial consonants)	
60.	I-B-52, IV-A-45	Identify initial consonants (oral)	
61.	I-B-53, IV-B-1	Initial consonants (words)	
62.	I-A-13	Match capital & small letters	
63.	IV-B-2	Name letters of alphabet	
64.	I-A-14	Letter discrimination	
65.	I-B-54, IV-C-1	Hearing final sound T	
66.	I-B-55, IV-C-2	Hearing final sound D	
67.	I-B-56, IV-C-3	Hearing final sound K	
68.	I-B-57, IV-C-4	Hearing final sound M	
69.	I-B-58, IV-C-5	Hearing final sound N	
70.	I-B-59, IV-C-6	Hearing final sound P	
71.	I-B-60, IV-C-7	Hearing final sound R	
72.	I-B-61, IV-C-8	Hearing final sound S	
73.	I-B-62, IV-C-9	Hearing final sound L	
74.	I-B-63, IV-C-10	Hearing final sound F	
75.	I-B-64, IV-C-11	Hearing final sound Z	
76.	I-B-65, IV-C-12	Hearing final sound B	
77.	IV-C-13	Final consonants D, K, M, N, P, R, T	
78.	I-B-66, IV-C-14	Review final consonants (by pictures)	
79.	I-B-67, IV-C-15	Review final consonants (by words)	
80.	I-B-68, IV-C-16	Review initial & final consonants	
81.	III-A-4, III-D-1	Plural s	
82.	I-B-69, III-A-5,XI-A-4	Rhyming endings	
83.	IV-B-3	Sight Words Dolch 100	
84.	III-B-1, IV-A-46	Diagraph SH	
85.	III-B-2, IV-A-47	Diagraph WH	
86.	III-B-3, IV-A-48	Diagraph TH	
87.	III-B-4, IV-A-49	Diagraph CH	
88.	III-C-1	Compound words (Component parts) (low level)	
89.	III-C-2	Compound words (Component parts) (high level)	
90.	III-D-2	Plural form of noun by adding s	

			Comments			
136.	III-I-2	Short vowel E				
137.	III-I-3	Short vowel I				
138.	III-I-4	Short vowel O				
139.	III-I-5	Short vowel U				
140.	III-I-6	Identify final e				
141.	III-H-7, III-I-7	Review short and long vowels				
142.	III-H-8, III-I-8	Y as a consonant or vowel				
143.	IV-D-1	Middle consonant sound				
144.	I-B-70, IV-A-50	Initial consonant substitution				
145.	III-G-7	Final word patterns				
146.	I-B-71	Final consonant substitution				
147.	VII-A-1	Context clues (initial consonants)				
148.	VIII-B-1, X-A-1	Alphabetizing (letters)				
149.	VII-A-2	Alphabetizing (words)				
150.	III-K-1	Possessives				
151.	XI-A-5	Rhyming endings				
152.	III-J-1	Contractions				
153.	III-G-8	Doubling final consonant (add ed or ing)				
154.	III-G-9	Drop final e before adding ing				
155.	III-G-10	Plurals Y to I before adding es				
156.	III-G-11	Drop Y add I before adding er, est				
157.	IV-B-4	Dolch 220 Sight List				
158.	VII-A-3	Synonyms				
159.	VII-A-4	Antonyms				
160.	IV-B-5	Silent letters in Kn, Gn, Wr				
161.	IV-B-6	Variant sounds of c				
162.	IV-B-7	Variant sounds of g				
163.	IV-B-8	Variant sounds of s				
164.	IV-E-1	Vowel diagraphs ee, ai, ay, oa, ea, ie				
165.	IV-F-1	Vowel diphthongs ow, ou, oi, oy				
166.	III-D-4	Plurals using F and FE				
167.	VII-A-5	Homonyms				
168.	VII-A-6	Suffixes				
169.	III-K-2, VII-A-7	Prefixes				
170.	III-L-1	Number of syllables in words				
171.	III-L-2	One syllable words				
172.	III-L-3	Closed and open syllables				
173.	III-L-4	Closed syllables (having short vowel)				
174.	III-L-5	Syllables (dividing double consonants)				
175.	III-M-1	Recognizing breve and macron				
176.	III-L-6	Unaccented syllables (prefix & suffixes)				
177.	III-M-2	Identify accented syllables				
178.	III-M-3	Primary and secondary accents				
179.	III-K-2	Possessives				
180.	VIII-A-1	Use of glossary				

			Comments
91.	III-D-3	Plural form by adding es	
92.	III-E-1	Initial blend GR	
93.	III-E-2	Initial blend BR	
94.	III-E-3	Initial blend TR	
95.	III-E-4	Initial blend DR	
96.	III-E-5	Initial blend FR	
97.	III-E-6	Initial blend PR	
98.	III-E-7	Initial blend CR	
99.	III-E-8	Initial blend PL	
100.	III-E-9	Initial blend FL	
101.	III-E-10	Initial blend SL	
102.	III-E-11	Initial blend GL	
103	III-E-12	Initial blend CL	
104.	III-E-13	Initial blend SN	
105.	III-E-14	Initial blend BL	
106.	III-E-15	Initial blend SK	
107.	III-E-16	Initial blend SC	
108.	III-E-17	Initial blend SM	
109.	III-E-18	Initial blend SW	
110.	No packet		
111.	III-E-19	Initial blend SP	
112.	III-E-20	Initial blend ST	
113.	III-E-21	Consonant blends (pictures)	
114.	III-E-22	Consonant blends (match)	
115.	III-E-23	Consonant blends (hear & write)	
116.	III-E-24	Identify same initial blend	
117.	III-F-1	Final consonant blend nk	
118.	III-F-2	Final consonant blend st	
119.	III-F-3	Final consonant blend sk	
120.	III-F-4	Final consonant blend sp	
121.	III-F-5	Final consonant blend ng	
122.	III-E-25	Three letter blends	
123.	III-G-1	Verb ending S	
124.	III-G-2	Verb ending ED	
125.	III-G-3	Verb ending ING	
126.	III-G-4	Plural forms of s (higher level)	
127.	III-G-5	Plural forms of es (high level)	
128.	III-G-6	Root words	
129.	III-H-1	Long vowel A	
130.	III-H-2	Long vowel E	
131.	III-H-3	Long vowel I	
132.	III-H-4	Long vowel O	
133.	III-H-5	Long vowel U	
134.	III-H-6	Review long vowels	
135.	III-I-1	Short vowel A	

							Comments
181.	VIII-B-2	Sections of the dictionary					
182.	VIII-B-3	Entry words in dictionary					
183.	VIII-B-4, X-A-2	Alphabetizing by second letter					
184.	VIII-B-5, X-A-3	Alphabetizing by third letter					
185.	VIII-B-6	Guide words to locate dictionary entries					
186.	III-M-4, VIII-B-7	Dictionary (phonetic spelling)					
187.	III-M-5, VIII-B-8	Dictionary (syllabication & accent)					
188.	VIII-B-9	Dictionary (word meanings)					
189.	III-M-6, VIII-B-10	Diacritical marks					
190.	VIII-A-2, VIII-B-11	Dictionary or Glossary					
191.	VIII-C-1	Telephone directory					
192.	VIII-D-1	Use of the newspaper					
193.	VIII-E-1	Using card catalog					
194.	VIII-F-1	Use of the index					
195.	X-B-1	Outline					
196.	VIII-G-1	Using the Encyclopedia index					
197.	VIII-G-2	Topics in Encyclopedia					
198.	VIII-G-3	Guide letters (Encyclopedia)					
199.	VIII-H-1	Pictorial & graphic material					
200.	VIII-I-1	Using the Thesaurus					
201.	III-G-12, III-L-7	Vocabulary building by changing suffixes, prefixes or root words					
202.	I-A-1	Ident. of right & left, top & bottom					
203.	I-B-72, V-A-1	Ability to remember five word sentences					
204.	I-A-2	Eye-hand coordination-copy simple shapes					
205.	I-A-3	Name in print					
206.	I-A-4	Identification of colors					
207.	III-A-1, IV-B-9	Color words as sight words					
208.	III-A-2, IV-B-10,VII-A-B	Recognition of color words & assoc. of word with color					
209.	I-B-73, V-A-2	Following directions					
210.	X-A-4	Classifying objects or ideas into broad categories					
211.	III-A-3, V-B-2, VI-A-1	Recognizing emotional attitudes in pictures					
212.	V-B-3, VI-A-2	Pupil indicates what conversation might take place in a picture					
213.	V-B-4, VI-A-3	Illustrating story & thought content					
214.	I-B-74, V-A-3	Recall after listening					
215.	V-B-5	Telling what might have happened before or after the happening of the picture					
216.	V-B-6	Telling a story from a set of pictures					
217.	V-B-7	Sequence of events in pictures					
218.	V-B-8	Sequence of pictures					
219.	VIII-J-1	Using table of contents					
220.	VII-A-9, VIII-J-2	Recognizing the title & author of a book					
221.	VII-A-10	Finding main idea for paragraphs by choosing titles					

							Comments
222.	VII-A-11	Using context					
223.	V-B-9, VII-A-12	Using pictures as a context clue					
224.	I-B-75, IV-A-51, VII-A-13	Finding words by using initial consonant sound & context					
225.	V-A-4	Comprehending Who - What - When - Where					
226.	II-A-1, VII-A-14	Basic sentence patterns					
227.	VII-A-15, X-B-2	Key words in sentences					
228.	VII-A-16, X-B-3	Main ideas - supporting details					

(Reading example #1)

(This is a sample copy of our cover sheet and bibliography of material used for our Skill Packets. #2, 3, 4, 5 are various Learning Routes that are prescribed to students to acquire a particular skill.)

Name_____
Date started_____
Date completed_____

Skill No. 138 - III-I-4
Hearing & identification of the sound & letter symbol for the short vowel O.

1	2	3	4	5	6	7	8	9	10

Lower Level

Behavioral Objective:

Given a row of pictures, the student will circle those having the same vowel sound of O, as in the first illustration.

1. Pre-test Worksheet

Learning Activities

2. Hoffman TV
   a. Tape and Worksheet 105-08-ws
3. a. Worksheet 1, CCTNI
   b. Worksheet 30058 pg. 114 Teacher's Pub. Corp.
   *c. Worksheet Page 5 Long and short vowels Continental Press
   d. Worksheet 30058 pg. 115 Teacher's Pub. Corp.
   *e. Worksheet 2, CCTNI
   f. Worksheet 30059 pg. 54 Teacher's Pub. Corp.
4. Landon Phonics Pro. Chandler Pub. Co.
   a. Tape and Worksheet 431 side #2
5. Soundie Story - Webster Publishing Co.
   a. Soundie tape #26

10. Post Test Same as pre-test.

*Hand-in sheets

(Reading example #2)

(This is a sample copy of our cover sheet and bibliography of material used for our Skill Packets. #2, 3, 4, 5 are various Learning Routes that are prescribed to students to acquire a particular skill.)

Name_____
Date started_____
Date completed_____

Skill No. 84 - III-B-1
Hearing & identification of the sound & letter symbol for the consonant diagraph SH.

1	2	3	4	5	6	7	8	9	10

Behavioral Objective:

Given a word orally beginning with the above consonant diagraph, the student will write that diagraph.

1. Pre-test: Teacher will pronounce a word (shell) and child will write the beginning diagraph.

Learning Activities

2.	a.	Oral presentation by teacher "Getting Ready to Read", page 83, 85 Houghton Mifflin	
	*b.	Listen and Do 26-SH Worksheet and tape	Houghton Mifflin
	c.	Hoffman T.V. 104-03 ws "Daddy Short-a-leg"	Initial sh.
3.	a.	Worksheet 30058 1-2 pg. 149	Teacher's Pub. Corp.
	b.	Worksheet 30060 2-2 pg. 120	Teacher's Pub. Corp.
	c.	Worksheet 30070 3 pg. 28	Teacher's Pub. Corp.
4.		Landon Phonics Pro.	Chandler Pub. Co.
	a.	Tape and Worksheet (Both initial and final) 426 side 1 Final 423 side 1 Initial	
5.		Soundie Story:	
	a.	Soundie Finds a "Seashell" Sound. pg. 88 Time For Phonics Webster Publisher Co. Soundie Tape #19 Sh.	

10. Post Test: Teacher will pronounce a word (shower) and child will write the beginning diagraph.

*Hand-in sheets

(Sample copy of Student Reading Record)

NAME_____

MORELAND SCHOOL
TITLE III, E.S.E.A.
NONGRADED K-3

READING RECORDS

# OF BOOK	DATE	TITLE OF BOOK	PAGES	EVALUATION

(Sample Copy of Student Daily Plans)

Name _____ Title III E.S.E.A.
Nongraded K-3

Daily Plans

1. Date
2. Silent Reading Pages
3. Special Time

1. Date
2. Silent Reading Pages
3. Special Time

1. Date
2. Silent Reading Pages
3. Special Time

1. Date
2. Silent Reading Pages
3. Special Time

1. Date
2. Silent Reading Pages
3. Special Time

1. Date
2. Silent Reading Pages
3. Special Time

(Sample copy of Teacher's Individualized Conference Record.)

Name _____

Moreland School
Title III, E S.E.A.
Nongraded

Date	TITLE OF BOOK	PAGE	WORDS MISSED	SILENT READING COMPREHENSION	ORAL READING	SKILLS NEEDED